

The Vocational Guidance Quarterly

VOL. 4, NO. 3

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SPRING 1956

The Vocational Guidance Quarterly

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Message from the

PRESIDENT

It has been an exciting experience to work with Ann Tanneyhill, Convention Program Chairman, and Blanche Paulson, Coordinator of Sections, in the development of the 1956 Convention Program. We have just put the printer's copy of the program to bed, and I feel certain that you will find it a stimulating and thought-provoking experience well worth the trip to Washington during the week of March 25 to 29.

The NVGA portion of the program is designed to amplify the theme, "Guidance and National Policy." General sessions are "beamed" at bringing out the growing recognition of the role and significance of guidance services in dealing with a wide range of social and economic problems such as: The general status of elementary and secondary education; the technical, scientific, and skilled manpower requirements of the military and the civilian economy; the effects of automation on skill requirements; the prevention and treatment of juvenile delinquency; the problems of low-income families and areas of chronic unemployment; and the special needs of groups such as the aging, the physically disabled, women, and veterans.

To present views on these problems and their implications for vocational and educational counselors, outstanding speakers from government, industry, labor, education and community agencies have been lined up. Among the headliners are Secretary of Labor James P. Mitchell; Commissioner of Education Samuel Brownell; Carter Burgess of the Defense Department; John Macy, Executive Director



Charles E. Odell

of the Civil Service Commission; Ewan Clague, Commissioner of Labor Statistics; Alice K. Leopold of the Women's Bureau; Senator Estes Kefauver; and Mark A. McCloskey, Chairman of the New York State Youth Commission.

In line with the general policy of the Association we have also set up two major workshops on Branch activities and Section activities in order to ensure more effective organization and coordination of the wide range of interests and activities of our membership.

The sections of NVGA have also developed a widely diversified and challenging series of program meetings. These center basically on reports of new research and evaluations of new techniques and methods, based upon practical application, in a wide variety of work settings.

All this adds up to a wonderful opportunity for our members to enhance their professional growth, to develop new insights, to renew old friendships, and to make new ones. I hope that all of you can take advantage of these opportunities and that you will consider this a personal invitation to visit Washington on this auspicious occasion. Let's make certain that official Washington, and the Nation at large, is impressed on this occasion with the professional qualities and strengths of the guidance and personnel movement.

—Charles E. Odell

• • •

A man is never so on trial as in the moment of excessive good-fortune.—
LEW WALLACE, *Ben Hur*.

• • •

Never fear the want of business. A man who qualifies himself well for his calling, never fails of employment.—THOMAS JEFFERSON, *Writings*.

• • •

A man must have a certain amount of intelligent ignorance to get anywhere.—CHARLES F. KETTERING.

Vocational Guidance *and* **Juvenile Delinquency**

by ESTES KEFAUVER

TESTIMONY BEFORE our Senate Subcommittee investigating juvenile delinquency has made it very clear that vocational guidance and employment services can play an important role in the prevention of youthful crime.

We heard directly of only a small fraction of the splendid work that is being done for youth in this area of vocational services, but this was sufficient to convince the Subcommittee that these services should be extended and improved.

We know this means greater understanding and support of this type of service on the part of the public.

One of the main functions of our Subcommittee has been to gather facts and disseminate information regarding examples of constructive work being done in this area. We hope that the recently published report of our hearings of April 20 and May 11 and 12, 1955, will serve to draw to the attention of the public the fact that in this complex modern world, young people need professional assistance in choosing and getting jobs which are suitable for them, challenge their energies and abilities, and satisfy their needs for purposeful and useful activity.

ESTES KEFAUVER is United States Senator from Tennessee and Chairman of the Senate Subcommittee to investigate Juvenile Delinquency.

There exists a popular misconception that all young people now receive vocational guidance in the schools. The fact is that only a small number—approximately 10%—receive individualized vocational counseling. Most young people are exposed to only very limited occupational information and exploration in the classroom.

Much more needs to be done to help young people in school recognize the great variety of opportunities in the working world and to visualize themselves playing a competent and serviceable role in the world outside of school. This means that teachers and school counselors must challenge the imagination of those in school to learn—through disciplined training for work—to respect all useful work and to develop a number of work skills which can be used in many jobs.

Youth needs affection which must be supplied by the family, but they have ego needs which a feeling of competence can provide. The schools can help heighten this feeling by tying their schooling to the real work which awaits them after school.

Our schools have succeeded in reducing school drop-outs but only by 3% in the past 5 years, and by only 7% in the past 10 years. Of the out-of-school group, one-half of the 16- and 17-year-olds and

two-thirds of the 14- and 15-year-olds are not employed for various reasons. Many of them are drifting aimlessly, discouraged, and just waiting for something to happen or for their call under Selective Service. The result is that many are demoralized; their pattern of behavior may be affected.

Many of these children would benefit from school-supervised work-experience programs that would provide constructive experience of educational value.

We commend the excellent work of the State Employment Services in the employment counseling, testing, and placement of high school graduates but those who get into trouble are not, for the most part, those who graduate from high school.

So far as the prevention of juvenile delinquency is concerned, the efforts must be with the school "drop-outs." I urge the schools and public employment service to do more for this group. We know that private agencies can help, but the major task will have to be carried by these large public institutions.

It was also pointed out at our hearings that boys with a court record need special, intensive help outside the mainstream of activities. This is time-consuming but important. If extra funds are needed for this work, they should be requested.

Testimony before our Subcommittee indicated that the schools and the public employment offices can get effective help from civic and service clubs in the promotion of their efforts to serve these young people. I hope that full cooperation in this field will be undertaken by communities throughout the nation. An outstanding example of this type of cooperation was reported from the state of Kansas where a statewide effort was made

to develop jobs for youth with the cooperation of service clubs and the Junior Chambers of Commerce.

We were very impressed with the young people's statements testifying to the good effects of summer work, as reported by Mr. Odell, president of your organization, at our hearing. They said such things as:

"With something to do, time goes faster."

"I learned to be more courteous and to respect others."

"Still had plenty of time to do other things."

"Ability to be on my own a little now."

"Learned to accept responsibility."

"Really know the value of a dollar and spend money more carefully."

"Learned how people differ."

"Learned to respect other people's property."

"Gained self-assurance."

"Now I get down to work and live on a schedule."

"Learned to take orders without fighting."

"I had a sense of pride in being able to help out."

We think that these young people got some pretty important new experience—experience which is desirable if we are to eliminate the feelings of frustration and inadequacy harbored by some in our growing generation.

Our Subcommittee is preparing a special report on today's problem in education as related to juvenile delinquency. This will be of interest to many of your members.

Workers in the vocational guidance field have fascinating and invaluable jobs to do. I hope that your tasks will be lightened by additional help from well-trained people.

Among the recommendations of the Subcommittee of particular interest to *Vocational Guidance Quarterly* readers are:

It is the opinion of the subcommittee that young people can perhaps be more effectively helped to find a place for themselves in the labor market in three ways and these should be carefully explored: (a) More part-time or combined school work programs; (b) more effective vocational guidance and counseling in the school; (c) more adequate community facilities to bridge the gap from school to work and provide continuous guidance services.

The subcommittee recommends a significant expansion of guidance services within the school system of the Nation. Vocational guidance as well as help with other personal problems should be available to every child on an individual basis. It has been suggested that existing Federal and State programs might be reviewed to determine how, through the provisions of the George-Barden Act, additional funds could be made available to "increase substantially and rapidly" the vocational and educational guidance facilities and services of the public schools. Emphasis should be placed on the importance of vocational and educational guidance in assisting youth to realize their full potentialities as workers and citizens and in the manpower and defense planning of the Nation. Specifically, attention should be given to the problem of identifying, developing, and conserving the professional, technical, and skilled manpower potentialities of the youth population of the United States. Careful study should be given to the recommendations of the National Manpower Council concerning the importance of vocational and educational guidance services in developing and maintaining the skills of the work force.

It is recommended that the Wagner-Peyser Act be amended to specifically require that employment services be extended to all youth in part-time employment, summer employment, employment in work-school curriculum programs as well as in full-time independent employment, and that funds be provided to make available to youth, both in and out of school who are seeking employment, its facilities for employment counseling, testing, and placement on an adequate basis.

• • •

Great things are done when men and mountains meet;
This is not done by jostling in the street.—WILLIAM BLAKE. *Gnomic Verses*.

Rehabilitating the Physically Impaired

by RICHARD J. GILLAN

FROM THE ONSET of an impairment, a dynamic process begins that leads to or away from adjustment to the demands of existing contentedly with others. Parents cannot be justly blamed if they are not equal to applying techniques reserved for the impersonal professional. School authorities become lost in regulations and isolate the impaired. Associates stumble and inflict unintended pain in attempts at natural acceptance. To many of the impaired these are traumatic experiences, whereas to others they are difficulties to be overcome without ill-will or loss of self-esteem.

Impaired children become adults and those afflicted later in life, after a recuperative period, attempt to resume their employment and social contacts. All do not survive the rigors of frustrations, some slip into a defensive adjustment.

The Federation of the Handicapped Inc., 211 West 14th Street, in New York City, is a 21-year old rehabilitation agency that is vocationally oriented. Over the period from January 1953 to December 31, 1954, inclusive, the Federation investigated certain hypotheses garnered from experiences with applicants registered at the agency. In the process of bringing its clients to suitable employment, it found

RICHARD J. GILLAN is supervisor of the Vocational Training Institute of the Federation of the Handicapped, New York City.

the need of a variety of services, encompassing the whole personality development, before proper vocational adjustment was attained.

Adjustment Varies

With the passage of time, it appeared that the impaired clustered into categories. The majority completed their education, secured employment, and participated quite naturally in community affairs. There were those who secured employment but remained socially timid. There were those who were socially aggressive but continued occupationally disoriented. Lastly, a percentage of the impaired seemed bereft of constructive personal adjustment in any area.



Supervisor Gillan, himself a polio victim, interviews one of the hundreds of applicants who come to the Institute for training each year



This trainee, who must use two crutches, has learned to perform this and other sorting jobs with speed and accuracy

Little is known of the members of the first category. Individuals in the latter three groups come to social and rehabilitation agencies. The latter's acceptance of a segregated status aggravates the very personality defects that bring about continued rejection. The means decided upon to gather data could not have been other than daily routine because of the immediacy of the demands put upon the agency.

At its inception the Federation of the Handicapped Inc. had limited its intake to those with orthopedic impairments, the effects of which were obviously detrimental to occupational adjustment. It was soon discovered that others could be benefited by the existing surroundings and services. Therefore the clients entering the study had a variety of impairments and an age-span of 20 through 67 years.

Training Institute Organized

The early experiences of the agency in attempting placement as a sequence to intake, medicals, and aptitude testing proved abortive. Experience showed that in approximately three out of five cases the professed occupational capacities were either unrealistic or because of the lapse of time between training and employment (due to a non-receptive labor market) were dulled and unsuited for industrial standards. An occupational clinic given the name of the Training Institute was inaugurated December, 1952. Its purpose was to curb the increasing disappointment of employers who were willing to help but found the impaired deficient in basic skills and could not assimilate them into their business even at an apprentice level.

A part of the four-story building was set aside, and furnished with



This expert filer, whose multiple disabilities make it necessary to work while on his feet, does not find his crutches an impediment

adequate facilities, to explore and define with reasonable accuracy the vocational fitness of the clients for expressed vocational goals. Practical tests were standardized in typewriting (two and one-hand), calculating machines, comptometry, bookkeeping, payroll, basic arithmetic, basic English, business filing, typing and clerical practice, Gregg and Pittman shorthand, zoning, multi-type files, cash register work, adding machine, plug switchboard, assembly tasks of varied complexity, multigraph, mimeograph, addressograph, mailometer, folding and inserting, sealing, packing, sorting, piece rate typing, passenger elevator, light carpentry, wood finishing, and general maintenance. The client's counselor was then in a position to refer his client to the supervisor of the Training Institute to obtain the necessary vocational information to enable him to refer properly and accurately to the placement counselor or guide him in servicing the applicant.

There were three types oferrals. The first was a simple and detailed testing of stated skills. For example, an individual was given a test of typing speed and theory, checked for business arithmetic, and level of filing knowledge. Within the day, such a report could be sent to his counselor. An exploratory could be conducted over a period of days in work which had an aspect of production or involved toleration. Finally, if the client needed a prolonged brushup or detailed training while in counseling or being prepared for referral, the stay in the Training Institute could be contingent upon the coordinated work of the rehabilitation team.

The clients were put into a program having an occupational significance for them.

In many cases this proved a preliminarily therapeutic condition enabling the counselor to re-direct vocational goals without trauma. An attempt was made to establish a non-directive educative setting in which constructive self-effort was encouraged and dependency was highlighted by contrasting the initiative of the more advanced trainees. In this manner the client's capacity for self-adjustment was tested and supine acceptance of a partially understood rehabilitation program was avoided. The interrelations of the trainees provided mutual guides. There were no diplomas, grades, or class levels. It was necessary to provide the occasions for the trainees to get insight into their previous pattern of behavior whereby they manipulated the environment to support their dependency. It was hoped that the reverse would take place and the trainees would manipulate the environment to bolster ego strengths and bring out direct application of capacities to a training or work adjustment program.

After a period of time accumulative reports on Training Institute performances and behavior were



Without the use of one arm but with training in efficient office procedure, this woman was able to sort and stamp mail in a commercial firm

related to psychological test results and an inter-check maintained to judge the value of each. To these findings were linked the observations of the director of recreation regarding the clients' adaptation of initiative to social goals. Quite often the self-structured adjustment was given further motivation through contacts with others having similar goals and desires for socialization.

Trainee Progress Studied

Early in 1955 a questionnaire was sent to terminated trainees to gather data on their progress and its relation to the program. It was realized that the trainees were not likely to sever goodwill by aggressive remarks but the tenor of comments and actual accomplishments were considered criteria.

The last reply from the questionnaire was received in August, 1955. Of approximately 300 to whom communications were sent, 126 replied. Of these 55 were placed in relative job families and 40 of these stated their training and growth experience had a direct bearing on their successful adjustment up to that time; 30 others remained active in training and placement. There were 16 who had drifted away; 9 were placed or had secured employment in areas not stressed in training. A distinctive group of four had been prepared for more structured training through the New York State Education Department, Division of Vocational Rehabilitation, and three had been adjusted to accept sheltered work in appropriate agencies. Among the remaining 25 there were clients who fell into the last category by reason of severity of physical impairment or deep-seated emotional disturbance.

Trainee Progress

Placed in job family of training	55
Active in training or placement	30
Employed in area not stressed	
in training	9
Made feasible for DVR training	4
Referred to sheltered shop.....	3
No appreciable change in rehabilitative status	
TOTAL	25
	126

Cases Illustrate Progress

This procedure of skill exploration and ego building in a permissive setting of work simulation coupled with a recreational program enabled a certain young man to get out of his house, where he had stayed for years with emotions frozen, intensifying and magnifying his physical condition. At first he came two or three days a week for social purposes, and then to study bookkeeping and pre-accounting; next, he was sent to school by the Division of Vocational Rehabilitation, on the recommendation of the Federation, and graduated into employment as a junior accountant. Finally, at the social gatherings at the Federation building he met a girl whom he subsequently married. Today he is living a complete and meaningful life.

The procedure used in the Training Institute took another girl out of her home where she had stayed, afraid to use public transportation, and eventually trained her as a switchboard operator-typist for employment. She also married a young man she met at the Federation's socials. Two middle-aged widows were trained, one as a bookkeeping clerk-typist, and the other as a comptometer operator. In both instances positions were secured for them. A cardiac of 50 years was given courage and new clerical skills which helped him secure employment.

Impairments, Placements Vary

Included in this group were those with post polio restrictions, cerebral palsy with its coordination problems, epileptics, and multiple sclerotics, together with arthritics, controlled tubercular conditions, cardiacs, leg and arm amputees, and others with spinal and hand-arm deformities or neurological disturbances. Each of these brought a particular maladjustment to the groups but a bond was formed and only the most severely disturbed were unable to participate and get help from the others.

Placements made were in many occupational fields. The majority of those who had never been employed were trained in light clerical work—as messengers, general typists, filing, with limited record keeping. Those who had fair employment records were given additional skills and placed as switchboard operators, wood finishers, maintenance helpers, etc. Some of those whose careers had been interrupted

were restored to productivity as bookkeepers and stenographers.

Further Study Scheduled

Other clients are being processed and another questionnaire will be sent out. An attempt is being made to look through the eyes of the impaired at a rehabilitation program and thereby discover why they accept certain facilities and reject others. It is hoped gradually to discover what is useful and what is to be discarded.

At staff meetings the correlation of the clients' progress and their acceptance or rejection of the diverse parts of the program are reviewed weekly. There are no indisputable conclusions to be reached, but it seems that the impaired who find themselves unable to fully conform or be accepted need a permissive atmosphere where they can assume control of their own future in a setting which they will accept and which promises satisfaction of primary drives for self-worth and companionship.

Meet NVGA Trustee

H. A. Newstead, Chairman of the Constitution Committee of NVGA, is Director of Guidance for the Ontario Department of Education. He is serving a second year as trustee of NVGA with his term of office expiring in 1958.



H. A. Newstead

Mr. Newstead is a graduate of Queen's University, Kingston Ontario, and received professional training at the Toronto Teachers' College and the On-

NEWSTEAD

tario College of Education. In 1948, he became Assistant Director of Guidance for the Ontario Department of Education following fourteen years experience as a teacher and counselor in the elementary and secondary schools of Ontario. During World War II he served as a navigator with the Royal Canadian Air Force.

In 1953 he was appointed Director of Guidance for the Ontario Department of Education, succeeding H. R. Beattie who was at that time promoted to Assistant Superintendent of Elementary and Secondary Education for the Ontario Department of Education.

(Concluded on page 108)

The Vocational Potential Of The Retarded

by EVELYN MURRAY

IT SHOULD be no news to anyone familiar with differential ability tests that people with low general intelligence may have average or high ability in other aptitudes.

There is an inclination, however, even among guidance workers, to dismiss the person of low academic learning ability as one who can do very little. The fact is, he may be able to do hundreds of types of jobs depending upon his other abilities, habits, interests, and training. Even in some employment offices there is a mistaken idea that there is no use in giving the General Aptitude Test Battery to young people coming from special classes for the retarded or slow learners.

In order to get information with which to counteract these erroneous ideas, the national office of the United States Employment Service asked several local employment offices to provide information on the other aptitudes, including verbal, numerical, spatial, form perception, clerical, motor-coordination, finger dexterity, and manual dexterity, of applicants whose "G" (general intelligence) score was below 80. A score of "80" is com-

EVELYN MURRAY is Employment Counseling Specialist, United States Employment Service, U. S. Department of Labor. Dr. George S. Snyderman of the Pennsylvania State Employment Service provided the data from Philadelphia, Kathryn L. Keep, the data from Erie, and Pauline Anderson and Morton Rosen of the New York State Employment Service the New York City material.

parable to a percentile of 16. This means that 16% of the general working population fall below that score. A score of 100 is at the 50th percentile. A score of 125 is at the 89th percentile, and only 11% of the working population achieve a score equal to or above 125.

General learning ability is defined as "the ability to 'catch on' or understand instructions and underlying principles, the ability to reason and make judgments. It is closely related to doing well in school." The U.S.E.S. uses scores on verbal, numerical, and spatial tests to determine "G."

The following information was obtained from New York City, Philadelphia, and Erie, Pennsylvania. All offices included scores only for applicants with a "G" under 80. This includes both dull and defective applicants.

Philadelphia Reports Findings

The report from Philadelphia showed that of 135 cases of young people with a "G" score of less than 80, 100 had scores of 90 or above on other aptitudes, and 70 of the 135 or nearly half, had scores of 100 or above on some aptitudes, including clerical aptitude. The work experience of this group also indicated a much wider variety of potential than is usually recognized. These 135 young people had held jobs in the following fields: 37 in clerical and sales occupations; 15 in service occupations; 39 in semi-

skilled, and 72 in unskilled occupations. The aptitude test results indicate that many of those who had worked in unskilled occupations also had abilities for jobs in the service fields.

Erie Provides Data

The report of the Erie office of the Pennsylvania State Employment Service is equally interesting. Of 109 cases of young people with "G" scores of less than 80, 92 have scores of 90 or above in other aptitudes; 65 have scores of 100 or above for some aptitudes other than "G," and 44 had scores of 110 or above on at least one other aptitude. Included among the aptitude scores of those with scores of less than 80 on "G" were:

	Score
Clerical ability	125
Finger dexterity	166
Form perception	132
Motor speed	134
Manual dexterity	149
Aiming	134

Of the 121 jobs held by the 109 young applicants with "G" scores of less than 80 from studies in the Erie office, these included:

10 Sales work
9 Clerical work
9 Service
7 Agriculture
11 Skilled trade
24 Semi-skilled
49 Unskilled

These young people applying to the Pennsylvania State Employment Service, though they have a "G" under 80, would qualify for a number of occupations where the norms include a cutting score of below 80 in "G" including nurse aide, aircraft assemblyman, practical nurse, stock chaser, and punch press operator. In addition, a num-

ber of the occupational Aptitude Patterns for the GATB represent combinations of aptitudes other than "G," and data show that a great many of these people with "G" under 80 would qualify for the new Occupational Aptitude Pattern 17 of the GATB which covers a family of 189 occupations, also, Pattern 15 which covers a family of 35 occupations, and Pattern 16 which covers a family of 52 occupations. These occupational aptitude patterns cover a wide variety of occupations such as calculating machine serviceman, bomb fuse parts assembler, forming press operator (auto manufacturing), various sewing machine operator jobs, filling machine operator (drug preparation), and bindery worker (printing and publishing).

It is known that 16% of the working population have a general academic learning ability of under 80. The surprising thing to some people who are unfamiliar with the abilities of the retarded will be the fact that many jobs of relatively high occupational status do not require more than the low general intelligence which they have.

New York Makes Study

The New York City report gives some facts on the educational achievement as well as the aptitudes of those they studied. All were boys and girls from 17 to 24 years of age with a "G" of less than 80. 104 case reports were included. Of these, 67 have scores of 100 or above on other aptitudes. Motor coordination ranks highest, with 49 of the 104 boys and girls having a score of 100 or above on this aptitude. Thirteen of the 104 had scores of 100 or above on clerical perception. The New York City study gave facts on the dura-

tion of employment of their group: the majority had only one or two jobs. This is a significant fact since it shows that these young people were not only able to get jobs, but they were able to perform with sufficient adequacy to be kept in them.

Of 104 applicants studied, 48 said they had graduated from high school, 17 had finished three years of high school, 18 had two years of

high school, 18 had one year, and three had not more than eighth grade education. This unexpectedly high level of school completion may be accounted for by New York City educational philosophy. But any way you look at the above facts, it points to a much higher achievement potential for the lower mental development group than is usually recognized.

Meet NVGA President-Elect

PAULSON

Blanche B. Paulson, NVGA President-Elect, is now Director of the Bureau of Counseling Services in the Chicago Public Schools. Previous to this recent appointment Mrs. Paulson served as the supervisor in the Bureau for several years.



**Blanche B.
Paulson**

teach in Chicago she became interested in guidance as a result of her teaching experience with the self-appraisal and careers classes. After

A native of Chicago and a graduate of the University of Wisconsin, Mrs. Paulson began her school work experience as an English teacher in Wisconsin. Upon returning to

several such years she moved from a high school to the Bureau of Child Study to rewrite the psychological materials used in the guidance course as a pamphlet series.

She is co-author with Shirley A. Hamrin of *Counseling Adolescents* and with G. Frederic Kuder of some Science Research pamphlets. She has been a member of both the evening and summer faculties at Northwestern University.

Mrs. Paulson has served as Trustee and Treasurer of NVGA. She served as program coordinator and editor for the 1953 APGA Convention and as the associate program coordinator in 1955.

She is also a member of the Vocational Information Committee of Altrusa International, and a Trustee of the Illinois Guidance and Personnel Association.

* * *

You always hear about the man who hit the jackpot, but the guys who built it up remain unknown.

* * *

The road to success is dotted with many tempting parking places.

Who Will Lead Tomorrow's Business?¹

by ROBERT M. WALD

IT HAS recently become fashionable to speak of the next twenty years in American business as "The Fabulous Future." And, in addition to developments in atomic energy, electronics, and the like, it appears almost certain that one of the most fabulous characteristics of this period will be a fabulous scramble for top executive talent.

As consultants to management, we have had occasion to note that even now there are too few men who possess the experience and the abilities necessary to being effective managers in a particular business. Many companies have been forced to settle for second-best individuals with long experience in the company, but with limited supervisory or administrative competence. In instances where companies have sought men outside of their own ranks, they have found it increasingly difficult to attract the kind of person they are partial to. Increases in salary levels for management positions, the prevalence of stock options, the popularity of employment contracts, and the variety of deferred compensation plans all reflect means of enticement into the fold.

ROBERT M. WALD is with George Fry & Associates, Management Consultants of Chicago.

¹ An address delivered before the Tri-States Industrial Conference at YMCA Camp Kon-O-Kwee, Zelienople, Pennsylvania, on October 1, 1955.

Management Source Shrinks

Population statistics indicate that this situation is going to become worse before it gets any better. Although our general population is on the uptrend—20 to 30 million in the next ten years—the number of young workers between the ages of 25 and 45 is actually decreasing. It has been estimated that this shrinkage will amount to two million people by 1965. (Peter F. Drucker has presented an interesting discussion of this phenomenon in his article, "America's Next Twenty Years," which appeared in *Harpers Magazine* in March, 1955.) Yet, this age group represents the greatest source of management personnel for the next ten years and almost the only source for the subsequent decade.

In addition, business generally has had to strive for greater productivity with the same number of, or fewer, employees. This, in turn, is leading to greater emphasis on technological improvements and to increased specialization of personnel. Five years ago the term "automation" had hardly been coined; today it is a sort of magical password in American industry. Present and immediate needs have already made the trend toward specialization very pronounced. Witness the upsurge in college enrollments in the specialties and the fact that the number of job titles is growing at an unbelievable rate. It is "old hat" even now to state

that various research men, engineers, and production specialists are able to make their greatest contribution to business outside of the general management field. Business men and educators alike, in recent discussions regarding the Selective Service Act, have expressed grave concern over the "shortage of scientific and professional personnel." The most fruitful reservoir of specialized people is also the 25 to 45 age group; therefore, the number of young men available for business management will be cut down even further.

Management's Job Changes

The scramble for top-level executives will also be amplified by a change in concept of management's responsibility. Since the end of World War II, executives have been asked to provide leadership and direction considerably more than technical know-how. This implies that highly skilled scientists and professionals who paint themselves into a corner, will have difficulty in broad supervisory and administrative activities. If management intends to draw any of its executives from the ranks of specialists, it will have to focus its efforts along lines designed to acquaint them both with the principles of leadership technique and the various phases of the overall business.

To fully appreciate the change in the responsibilities of top-management personnel, it is necessary to look briefly at the traditional executive of the 19th Century and the conditions that contributed to his development. During this period our great economic problems were centered around the tremendous physical growth of the nation. As a consequence, it is only natural that the great indus-

trial leaders of the country in those days were men like Andrew Carnegie, Henry Ford, Montgomery Ward, and J. P. Morgan who launched out aggressively in the fields of production, distribution, and finance. There was a country to be occupied and developed—and such men set about to solve the problems of their day with an individualistic vigor seldom equaled.

It is noteworthy that, except where the company names are the same as those of their founders, we remember these men more for themselves than for their company affiliations. How many people know or care about the areas of business in which the Rockefellers, Vanderbilts, Astors, and Carnegies engaged most fruitfully? The major reason for this is that our early business leaders, by and large, were not concerned with any one business. They were financial manipulators, who had significantly more interest in lining their pocketbooks than in developing a lasting business. Also, in the majority of instances, these men *were* the business. They ran their enterprises with an iron hand, delegating very little meaningful authority.

Today's executive departs radically from the norms and stereotypes established years ago. Part of the answer is governmental controls. Along this line, Stewart H. Holbrook, in his book entitled "The Age of the Moguls," states:

"It has been noted that as the Moguls died, there were no replacements. This was less because of a lack of ability in later generations than because of a change in public temper. Americans had been educating themselves in patterns of government which left less elbow room for acquisitive individuals. Business and industry were taken over in the managerial revolution, to run almost anonymously."

Another part of the answer, regarding the change in executives, concerns the fact that although production, distribution, and finance still represent ever-present problems, the concepts, the skills, and the administrative machinery for their solution are now available to us. Today the really significant task confronting management is that of establishing a firm basis for effective teamwork and cooperation. The greatest industrial leaders of the present are those, who, using the tools of product research, production, distribution, and finance, are making real strides in solving the human relations problems of our generation. Thus, management's task has changed considerably—and, with this change in emphasis on what the executive is *supposed to do* has come a corresponding change in what the executive is *supposed to be*.

Executive's Background Cited

What the executive is supposed to be can best be answered by listing a group of background and psychological characteristics typical of the emerging top-management man. These characteristics seem to crop up time and again in our day-to-day dealings with executives. A systematic, case-history study, which we conducted a short time ago, has also shown them to occur with surprising consistency in successful corporation officers.

Considering first the background of the new executives—that is, where they come from and how they develop—these facts are significant:

1. *The emerging executive is a product of the American culture.* Nearly all present-day executives were born and reared in the United States, and research shows that

more than three-fourths of them had two American born parents. Thus, one of the characteristics of executives is that they have had an opportunity to learn the "American way of life."

2. *The emerging executive is a product of an above-average socio-economic background.* In our study seven out of eight executives reported that their family income was average or above average. More than half of the fathers of this executive group were engaged in professional or managerial occupations, as compared to 11 per cent of people in general. None of the fathers were engaged in skilled or unskilled work which accounts for 40 per cent of the employed population. Thus, the typical executive had an opportunity early in life to develop some of the attitudes and understandings which would contribute to his advancement in the business world. It would seem that in today's executive group, the Horatio Algers are the exception rather than the rule.

3. *The emerging executive is a product of a happy home and family life.* An overwhelming percentage of the executives with whom we have had contact report that their parents were well-adjusted toward each other, that relationships in the home were happy, and that the home tended to function as a harmonious unit. Very few executives appear to come from broken homes. Thus today's top managers had a family background conducive to good, sound personality development; to stable personal adjustment; to self-confidence; and to human relations "know-how."

4. *The emerging executive indicates an above-average background of academic training.* Our

experience, as well as findings reported by others, shows that roughly two-thirds of the present-day top-executive group are college graduates.

5. *The emerging executive had an opportunity to serve in leadership capacities before entering the business world.* Nearly all executives appear to have been active in school and community life, and most have held positions of leadership in the organizations in which they participated. Whether they so participated because they were leaders, or whether the early leadership experiences contributed to their future, is not clear. It does follow, however, that they had opportunities to learn to lead early in life.

6. *The emerging executive enjoyed good health as a youngster and has continued to enjoy it throughout his working career.* He is not an ulcer-ridden dynamo of nervous energy, but seems to treat the stresses and strains involved in running a business as a normal course of events.

7. *The emerging executive enjoys a family life which is conducive to the maximum utilization of his abilities.* More than nine out of ten of the executives with whom we have dealt report that they feel very close to their wives and children and that their families have adjusted well to the modes of life forced upon them by their management responsibilities.

Executive's Behavior Described

Now, let's turn to the nature of the new executives' behavioral tendencies—that is, what manner of psychological equipment they possess.

1. *The emerging executive is possessed of superior mental and*

analytical ability. He can learn rapidly, comprehend abstract and complex problems, and bring experience to bear in new and novel situations. He can also sort out the pertinent facts of a matter, and knowing the essence of the problem, balance the alternative solutions and come to decisions quickly and easily. Looking at it another way, executives exceed approximately 96 per cent of employed persons on standardized group intelligence tests. The layman might say this represents outstanding "brain power" or "speed between the ears."

2. *He has the ability to get along well with other people.* In a word, he exhibits skill in human relations. He is willing to face his personal difficulties realistically and is able to make friends with ease. He is not irritable, but is adequately sensitive to things out of order. And although he is able to see problems from the other person's point of view and to sympathize with his difficulties, he is able to make critical judgments and provide constructive leadership.

3. *His predominant interest is also in people—particularly in selling them on the idea of fundamental cooperation toward the ends that management deems desirable.* He realizes that business is basically people—not buildings and machines. He is also very interested in the written and spoken word, i.e., in the modes of communicating the ideas he wishes to get across and sell. Briefly, he is not pre-occupied with the technical phases of his work, but rather with promoting business through harmonious human relationships.

4. *He is adequately aggressive and seeks new work to be done and new methods of doing it.* He is

serious in his attitude toward work and is willing to take risks only when all of the available facts of a situation have been fully calculated. Furthermore, he identifies himself with his company to the degree that his greatest motivations and satisfactions stem from increased business development.

5. He is at least average in his emotional adjustment and self-confidence. He tends to worry and to develop tensions no more or less than the average of the general population—even though his job is conducive to anxiety. Likewise, he is not egocentric, having learned long ago that fresh ideas and new products and services are the bulwarks of business and industrial growth.

The characteristics of executives are, of course, conditioned by the particular organizations of which they are a part. But, in the main, they are found in top-level managers with a high degree of consistency.

Future Executives Depicted

Thinking back to the "Age of the Moguls" and looking at the executive who is emerging today, there are a number of rather clear indications as to what the executive of the future will be like.

One can predict with some confidence that he will be a coordinator of human effort and a professional manager of men. Living in an age of even more specialization it will be exceedingly difficult and require a great investment in time and energy to become expert in any one field, much less all of them involved in operating a large or even medium-sized business enterprise. And, the executive of the future, unlike the Fords and Carnegies, will not be able to cope with technical details. He will

have as his major responsibility the coordination of the various phases of the business. Management specialists with which he will have surrounded himself will keep their fingers on the pulse of technicalities. It seems, for example, that in the future there will be many more Ph.D.'s in all areas of business and industrial endeavor; and the executive of the future will also be highly trained—in the art and science of pure management.

New Sources Needed

This thinking poses a problem as to where the executives of the future will come from. In the past it seems to have worked something like this. During the Second World War our major task was getting out the production in any way possible. The human element was subordinate to the technical; and many production specialists and engineers rose to top-management positions. A good many of them were far from enlightened managers and have since fallen flat. But they had the virtue of being available and of meeting an immediate need—and in the society of the blind, for whatever reason, the one-eyed man is king. Prior to the war, during the time that we were confronted with the task of recovering from the great depression, many financial men were placed in top management positions. Controllers are often in a good spot to see the overall company picture, and this trend may be expected to continue. And, research has shown that sales personnel, supposedly effective in interpersonal relationships, have recently received many promotions to executive rank. Perhaps, this also is a sign of this time of high spending and keen competition.

In the future, however, there is a good indication that, no matter

what is happening in the political, social, and economic arenas, the executive will be an "honest-to-God" professional manager. Some of this evidences itself today in the increased enrollment in graduate schools of business, many of which are using the Harvard case-study method of instruction. On the job also the business trainee will be given opportunities to work on problems related to all phases of the business, from whatever vantage point is available. In our consulting activities, even now, we see more and more Assistant to the President-type positions and an increasing number of opportunities for young accountants, salesmen, and engineers to concern themselves with problems that go beyond the bounds of their particular specialties.

The changing concept of management and the fact that there is an impending decrease in the 25 to 45 age group have significant implications both for present-day executives and for young men beginning in business.

For the young worker these facts imply that he would do well to stand back and look at himself in relation to his vocational goals. He should ask himself such questions as—"Can I make my greatest contribution to business through a specialty or in management?" "If I lean toward management, do I have the characteristics typical of today's emerging executive group?" and "Am I getting the kind of experience necessary to making the best possible use of my abilities,

interests, and personality characteristics?" In this age of specialization, the young man interested in management must beware of confining experience and of pursuing a specialty beyond the point of no return.

Implications Shaping Up

In brief, these appear to be the major implications for management:

1. Those persons interested in the care and feeding of executives and the perpetuation of their companies will have to take stock of their present situation "personnel-wise" and determine where they want to go. They will be forced to give increased consideration to selecting people with appropriate characteristics to begin with and then providing an atmosphere conducive to the full development of these characteristics.

2. The successful top executive of the future will have to be trained as a professional in human dynamics and leadership, whether he reaches the top position through general management or through a specialty.

In conclusion, it might well be said that the man who will lead tomorrow's business, if a specialist in any field, will be a human relations expert. Recognizing that leadership must be expressed in terms of people, rather than things, his constant aim will be to develop greater understanding of the human equation and to realize increased insight into his own motivations and management responsibilities.

* * *

A.B. is the degree a college graduate gets until he goes out in the world to learn the rest of the alphabet.

AUTOMATION

and

The Occupational Outlook

by GEORGE B. BALDWIN

AUTOMATION is a new form of technological change that we shall be hearing about for the rest of our lives.

It is not easy to give it a firm definition, since people insist on thinking of automation as any development that makes a task "more automatic." But the new element, apart from the magic of word itself, is the appearance of a family of not-very-closely related technological changes whose common denominator is that they raise productivity faster than we had been accustomed to in the past. It has very little to do with that engineer's dream and the working-man's nightmare, the automatic factory—a scary and irresponsible image. And there are plenty of aspects to automation that have nothing to do with electronics, or "feedback," or "machines running machines."

Job Prospects Shift

Technological change has always had the effect of changing people's prospects. This is true whether we speak of the security of particular jobs, skill requirements, the monetary and psychic rewards people derive from their work, the chances for advancement and promotion, or

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any dimension of employment we wish to consider. Indeed this shift in prospects applies not only to individuals but to companies, to industries, to regions of a country and even to whole countries. For our purposes here the focus is on people and on their roles as producers or employees, not as consumers. What ought we to know about automation so that we can talk to people intelligently about how automation may affect their prospects for a useful and satisfying career?

Automation Is Complex

First of all we ought to know something more about what automation is—it is not enough just to say that it is "a new form of technological change." In practice, it turns out to be very difficult to define automation satisfactorily. It is not a simple, unitary phenomenon; there is no "key development" that "is" automation. The best way to think of it is to regard it as a family of technological changes which have the common characteristic that they are applicable over a wide range of industries, just as the principle of mass production has been. This is in contrast to most technological changes, which are usually quite specific in their application. I shall quote from a description of automation worked up some time ago by the writer and an

associate at M.I.T., Professor George Shultz. We have felt it most useful to think of automation as being made up of three fundamental developments which are not very closely related.

1. The linking together of conventionally separate manufacturing operations into lines of continuous production through which the product moves "untouched by human hands." This first development, which depends primarily on mechanical engineering for its adoption, we shall refer to simply as "integration," a term already in wide use in the metal-working industries. It is also called "Detroit Automation" in honor of the industry in which it got its start. "Continuous automatic production" is another and perhaps more descriptive term being used.

2. The use of "feed-back" control devices or servomechanisms which allow individual operations to be performed without any necessity for human control. With feed-back, there is always some built-in automatic device for comparing the way in which work is actually being done with the way in which it is supposed to be done and then making automatically any adjustments in the work-process that may be necessary. This second development we shall refer to simply as "feed-back" technology; it is dependent primarily not on mechanical but on electrical engineering knowledge and techniques.

3. The development of general and special purpose computing machines capable of recording and storing information (usually in the form of numbers) and of performing both simple and complex mathematical operations on such information. We shall refer to this aspect of automation as "computer technology," a technology that rests primarily on new developments in electrical engineering.

Integration developments have the primary effect of eliminating the need for labor devoted to materials handling, including the func-

tions of exact machine loading and unloading. Feed-back automation has the primary effect of eliminating the need for labor devoted to controlling the performance of operations between the time when the work is set in place and when it is finished—*i.e.*, gauging the work and adjusting the machine or machines. The third embodiment of automation, the computer, is not only of enormous value in solving difficult mathematical problems presented by scientific and engineering research but it is also capable of handling a large number of the traditional office operations characteristic of banks, insurance companies, payroll departments, and the like.

New Skills Required

The net effect of these technical changes promises to be good, in the sense that it will provide more opportunities for people to be employed at higher skills, skills requiring more education and more training. This will not be true of all plants which install equipment that may be called automation, but it is true in general as we look into the future.

It is not easy to talk with confidence about the specific new skills which will be required by automation; indeed it would be a mistake to try to be specific in more than a few well-defined fields (such as electronics technicians) since the new technology is still unformed and the new skills required are only gradually being identified by the companies which have made a start on automation. However, these general points can be made:

1. Automation will require more engineers, and probably more versatile and more imaginative engineers. Work in the field of automation will be available primarily to chemical, electrical, and mechanical engineers.

2. Automation will encourage the growth, already going ahead rapidly, of technicians—people whose work requires some knowledge of theory to go with their manual skill and who thus need more formal schooling than most skilled tradesmen but not as much as an engineer.

3. Automation will require more skilled tradesmen—electricians, pipefitters, tool and die makers, machinists, instrument men, and the like. It will also tend to break down traditional skill boundaries and will require more versatile maintenance and set-up men than have been necessary before. Company, union, and public officials may want to use the advent of automation to modernize apprenticeship programs, many of which are technologically obsolete.

4. Automation, by requiring investment in expensive equipment, may cause some companies to run all or parts of their plants on a two or three-shift basis. Shift work may thus be increased, and this is likely to expose more people to the inconveniences in their personal and family life which shift work necessarily involves.

5. Automation is already making many jobs much safer than they used to be and it is making many arduous, dirty, and relatively unattractive jobs into physically easier and more pleasant ones. Many of our existing stereotypes about "good jobs" and "dirty jobs" will have to be revised. Many foundries, for example, are being made into much cleaner, healthier, and less onerous places to work. Certain traditionally messy jobs in chemical plants and rubber mills are being made cleaner and easier by being made automatic.

6. Because automation transfers many physical functions from human beings to machines (leaving human beings as watchers or repairers, often at some distance from where the work is being done), it may well open up a wider range of job opportunities for the handicapped and for older workers (see the stimulating article on "Possible Effects of Automation and Older Workers" by James Stern in the winter issue of this journal).

7. The kinds of jobs that can be "automatized" are those that involve fairly routine functions—i.e., jobs usually of an unskilled or semiskilled nature. Consequently people who work on semiskilled machine operators' jobs are probably most vulnerable to eventual displacement as a result of automation. This is particularly true of fabricating operations; it is less true of assembly jobs, which are technically more complex and more costly to make automatic.

8. One sector of the job market which has been growing very rapidly in recent years has been the clerical field of women's jobs in finance and insurance. There has been a labor shortage for these jobs in almost all the major labor markets of the country ever since the early 1940's. It is therefore not surprising that banks and insurance companies, particularly the latter, are installing the new data-processing equipment at a fast rate and will do so even more rapidly in the years ahead. The number of jobs for young women in large financial institutions will probably decrease, since electronic computers sharply reduce the need for clerical people. More attention will have to be paid to learning about other kinds of jobs these women may turn to; more of them may decide to take more education and qualify for professional careers. The growth of smaller offices in law, real estate, insurance, and the like will continue to provide attractive opportunities for girls willing to acquire secretarial skills. In other words, while routine clerical openings may be harder to find, there are likely to continue to be plenty of opportunities for girls in higher-skilled openings and there is likely to be slightly more pressure for girls to qualify for such higher-skilled jobs.

Local Picture Changing

These are some of the specific directions in which automation will change people's prospects. Any-

one who is actively concerned with vocational guidance or other aspects of personnel work must make his own effort to find out much more specifically what is happening in his own community in the field of automation. Are the local insurance offices or banks installing electronic computers? If so, are the suppliers of this equipment looking for bright young men to train as maintenance men or salesmen? Does the local demand for labor—reflected in want ads, job-listings at the public employment service, recruiting activities at the high schools or at the YMCA, etc.—reflect an increased demand for new skills in the community? Have local firms with good training programs done anything to change the content of their training to reflect developments that might come under the heading of automation (very few companies will have reached this stage yet; they are mostly still “feeling their way” informally)? Have local vocational schools taken steps to make sure that they are offering courses that will help people undertake careers in automation—in electronics, in instrumentation, in mechanized accounting, in computer programming, and so on? Local associations of counselors and personnel officers should certainly hold meetings to see if they understand the problems and opportunities in automation as represented by the experience of local firms and so that local institutions can make needed adjustments in their programs.

One of the most important facts for counselors to bear in mind is that during the past ten to fifteen years the armed services have become one of the most important and effective training institutions in our society. This applies to several of the newer trades based

on electronics, where military skills are easily transferable to civilian employment. Boys entering the service may, if they are alert to their opportunities, turn their tour of duty into an extremely stimulating and useful long-run investment.

Math, Science Needed

Automation will reinforce the increasing pressure on school officials to do everything they can to strengthen the teaching of mathematics and the natural sciences and to stimulate student interest in these neglected subjects. It will require imaginative teaching to relate the introductory levels of these courses to career opportunities in automation, and there is a fertile field here for the development and use of vocational films.

It is most helpful not to think of automation as presenting us with a whole new set of problems but as confronting us with new dimensions to problems with which we are already familiar. These are the perennial problems of technological change, a process that involves us in an unavoidable ambiguity. This ambiguity arises out of the sometimes conflicting claims of progress on the one hand and of consideration for human dignity on the other, since economic progress may unavoidably change some people's prospects for the worse, at least temporarily.

Local Study Required

Automation invites us to re-examine our public policies and our community facilities so that we can minimize whatever hardships of readjustment may be required of people who are the innocent victims of technological change. But automation also invites us to re-examine our community facilities for helping people take advantage of the new

opportunities automation will present. This is essentially a task for local investigation and action once

people understand what automation is and the kinds of changes in job prospects that it involves.

Information Review Service IS READY

by DORA W. PETERSON

WHEN NVGA TRUSTEES established the Guidance Information Review Service in 1954 it was in the belief that the organization has a responsibility (1) for identifying occupational literature which meets standards acceptable to the profession and (2) for encouraging preparation of such materials for use in vocational guidance.

The NVGA *Bibliography of Current Occupational Materials*, soon to be off the press, is the first publication of the Review Service committee. Over 500 items are listed from the several thousand received for review from publishers of occupational materials.

Materials are classified and coded according to a system evolved by members in order to enable them to objectively evaluate occupational materials against the NVGA *Standards for Occupational Literature*.¹ The NVGA Standards are reprinted in the *Bibliography*, as well as the committee's classification and coding system.

Materials reviewed were published from January 1954 through

July 1955. Materials published since July 1955 will be reviewed in the pages of the *NVGA Vocational Guidance Quarterly*, starting with the summer issue, as a continuing supplement to the *Bibliography*.

Materials are listed alphabetically by occupational headings for ease of use by students as well as counselors. Free and inexpensive materials are included, as well as those published by the various subscription services.

All types of materials are reviewed—career fiction, biography, occupational monographs, briefs, abstracts, guides, job series, business and industrial descriptive literature, occupational or industrial descriptions, recruitment literature, posters and charts, articles and reprints, community surveys, economic reports, and job analyses.

The committee consists of Wilma Bennett, Covina California Union High School; Vivian H. Hewer, Student Counseling Bureau, University of Minnesota; W. W. Leis, Supervisor of Occupational Information, Pasadena City Schools; Harold Munson, Bureau of Guidance, University of State of New York; Richard M. Rundquist, Guidance Bureau, University of Kansas; and Robert Shosteck, Director of Research, B'nai B'rith Vocational Service Bureau; and Dora W. Peterson, chairman.

DORA W. PETERSON was formerly Research Assistant, Western Personnel Institute, Pasadena, California.

¹ Publications Committee, Occupational Research Division, NVGA. "Standards for Use in Preparing and Evaluating Occupational Literature," *Occupations*, 1950, 28, 319-324.

Some Excerpts from the Bibliography*

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* Explanation of Coding on page 102. (See *Bibliography* for detailed explanation)

Price of the *Bibliography* is one dollar. Order from NVGA Headquarters, 1534 "O" Street, N.W., Washington 5, D.C.

Type of Publication

A—Career fiction
B—Biography
C—Occupational monograph
D—Occupational brief
E—Occupational abstract
F—Occupational guide
G—Job series
H—Business and industrial descriptive literature
I—Occupational or industrial description
J—Recruitment literature
K—Poster or chart
L—Article or reprint
M—Community survey, eco-

nomic report, job analysis

N—Other

Recommendation

1. Highly Recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

Meet Past President, Trustee

FROEHLICH

Clifford P. Froehlich, Associate Professor of Education, University of California, Berkeley, is the immediate past president of the National Vocational Guidance Association; and in that capacity is a member of the Board of Trustees. He is the president-elect of the American Personnel and Guidance Association.



**Clifford P.
Froehlich**

were the revision of the Constitution and the establishment of the Guidance Information Review Service.

He was born in Minnesota in 1914. He received his bachelor's degree from Macalester College in

1935 and his master's from the University of Minnesota in 1939. His doctorate was completed at The George Washington University in 1948.

After graduation from college he was a personnel worker in private industry and later associated with the Minnesota State Employment Service.

After completing his master's degree he entered public school work and became North Dakota State Supervisor of Occupational Information and Guidance. During World War II he enlisted for work in the psychological research program of the Air Corps. Later he served as a clinical psychologist. After the war he joined the staff of the U. S. Office of Education as Specialist for Training Guidance Personnel.

He is the author of *Guidance Services in Smaller Schools* and co-author of *Guidance Testing and Studying Students*, in addition to numerous articles. He is editor of the *SRA Professional Guidance Series*.

An Investigation of Precounseling Orientation

by CLIFFORD P. FROEHLICH

"PRECOUNSELING ORIENTATION" has been proposed by Shostrom and Brammer as serving "a useful readiness function in the total counseling process."¹ In their provocative book they describe a group orientation session held before counseling at the Stanford University Guidance Center. On the basis of their experience and counselees' favorable comments they recommend orientation as a part of counseling. Their orientation session covered such topics as "Counseling Opportunities Available," the distribution of occupations by hierachal categories, occupational trends, "Learning About Yourself," "Counseling Potentialities and Limitations," and "Levels of Personal Counseling." This article reports an application of Shostrom and Brammer's "precounseling orientation" on a sample of high school students.

Summer Groups Studied

The students were enrolled in the 1955 Summer Demonstration High School of the University of California, Berkeley. In this school students were arbitrarily divided into "guidance groups" of approxi-

CLIFFORD P. FROEHLICH is Associate Professor, School of Education, University of California at Berkeley. Edmond O. Shinn conducted the orientation sessions and processed the data for this study; Dr. Aileen Poole assisted in its planning and execution.

¹ Shostrom, E. L. and Brammer, L. M. *The Dynamics of the Counseling Process*. New York, McGraw-Hill Book Co., 1952.

mately 25-35 persons. These groups met for one and a half hours daily during the first week of summer. Four of the groups were selected by chance to serve as the experimental ones. Four other groups meeting at the same time were used as controls. There were 116 persons in the experimental groups and 105 in the control groups.

At the time the students registered for their courses, they were informed that their attendance at a guidance period each day during the first week of school was required. They were also informed that they would be given a battery of tests and that counseling was available if they wished it. In the experimental sample 48 students, or 41 per cent, indicated that they wished counseling. Comparable data for the control group are 36 students, or 34 per cent. The difference between these percentages is not statistically significant.

The first four days of the required guidance periods were devoted to administering tests. On the fifth day the control groups met but were dismissed with the explanation that they had completed all tests. The experimental groups were provided with orientation sessions which followed as closely as possible the one described by Shostrom and Brammer. All the sessions were conducted by the same counselor, who had had extensive and successful experience in working with high school stu-

dents. He conducted the sessions informally allowed for and did stimulate student discussion. Although each session differed, all dealt with the major topics listed by Shostrom and Brammer. The emphasis was upon describing what might be expected from counseling.

Counseling Requests Differ

Each experimental group had about an hour and a half's session, at the end of which students were given a plain 3×5 card on which they were asked to write their names and whether they wanted counseling. The percentage of students in each of the four experimental groups requesting counseling at this time was 69, 70, 80, and 79, with an overall request for counseling of 75 per cent. The difference in percentage of those requesting counseling at the time of registration (41 per cent) and those requesting it after the orientation session (75 per cent) is significant at the 0.01 level. How much of this increase is due to test-taking experience alone and how much is the result of the orientation session is, of course, not answered by this study.

A comparison between the requests of individuals made at the time of registration with those made after orientation revealed the following: Of the 48 who requested counseling at registration, 41 also requested it after orientation. From the 68 who did not request counseling initially, 46 did so at the conclusion of the orientation.

If one makes the value judgment that it is desirable for many students to request counseling, then the testing and orientation program provided for the individuals in the experimental group resulted in de-

sirable and statistically significant outcomes on the basis presented so far in this report.

Actual Counseling the Same

During the summer, students were notified through the school's regular channels of communication that they could schedule appointments for counseling. A record of all students coming to the counseling office was carefully maintained in order to determine the carry-through on the previous requests made by the subjects in the study. In the accompanying table a comparison between the experimental and control groups is reported. Not indicated in the table is the fact that all students in the experimental group who initiated counseling had also indicated their desire for it after orientation. Half of them had not requested counseling at the time of registration. No significant differences between the groups are revealed by the data in the accompanying table.

In view of these data, the previously described increase in number of persons requesting counseling after orientation is apparently not associated with an increase in the number actually coming to counseling. The data do not indicate why those students who requested counseling after orientation failed to come for counseling when it was offered. To this investigator it appears somewhat like the well-known revival phenomenon of "decision without follow-through." Plans are underway for an experiment to test the validity of this observation.

Orientation Saves Interviews

One further finding is that the average number of interviews for

STUDENTS INITIATING COUNSELING

Request Status	Experimental Group N = 116		Control Group N = 105	
	Number	Per cent	Number	Per cent
Counseling Requested at Registration	10 (9, 1)*	9	11 (10, 1)*	10
Counseling Not Requested at Registration	10 (4, 6)*	9	7 (5, 2)*	7
TOTAL	20	18	18	17

* The first number in the parenthesis is the number of persons for whom counseling was provided; the second is the number actually reporting for counseling, but for whom time was not available during the course of this experiment, which was by necessity confined to an eight-week period.

persons who participated in the orientation was 2.0, while the average for those who had not was 2.8. Because of the small sample, the investigator can only speculate that orientation reduces the number of interviews. This may be one aspect of what Shostrom and Brammer describe as the "readiness function" of orientation. It could be that much of the material covered in the experimental group orientation period was dealt with in the individual interviews con-

ducted with members of the control group. If this be true, then the orientation could be regarded as an important time saver, albeit not as an impetus to seek counseling.

This investigation has raised more questions than it has answered. It has, however, increased the investigator's desire to determine whether or not precounseling orientation does have a "function in the total counseling process."

Multiple Counseling of Older Workers

by LLOYD MEADOW

MULTIPLE COUNSELING was demonstrated in a new setting recently when a panel of seven counselors from as many agencies interviewed seven unemployed older workers as part of a national conference on the aging.¹

The seven unemployed clients,

both male and female, ranged in age from 47 to 70 years and had worked for a large automobile company which was in the process of liquidating its Detroit operations. They had been unemployed from two to six months prior to the conference. Their participation in the conference workshop was voluntary,

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¹ Eighth Annual Conference on the Aging, University of Michigan, Ann Arbor, June 28, 1955.

based on the promise of real help with their employment problems.

National Agencies Represented

The panel of vocational counselors consisted of: Marguerite H. Coleman, Supervisor of Special Placement Services, New York State Division of Employment; Lloyd Meadow, Director of National Council of Jewish Women-Jewish Vocational Service, Special Program for Older Workers, Detroit; Charles E. Odell, Chief, Division of Counseling, Selective Placement and Testing, Bureau of Employment Security, U. S. Department of Labor; Edward C. Roeber, Associate Professor of Education, University of Michigan; Wilfred G. Scott, Ontario Regional Advisor, National Employment Service of Canada, Federal Department of Labor, Toronto; John T. Simmons, Assistant Chief of Counseling, Michigan Employment Security Commission, Detroit; and Paul A. Wilson, Counselor for Older Workers, Vocational Guidance Bureau, Cleveland.

Each client spent about 45 minutes with the panel. The panelists elicited the clients' previous job history and pertinent educational, social, and medical data. A careful determination was made of the clients' previous efforts to find work and their motivation and readiness for work at this time. It developed that for the 47-year-old as well as for the 70-year-old client, age was a definite factor in hindering their finding of employment. Bias against the hiring of older workers limited their available job opportunities.

Procedures Are Flexible

There was no fixed line of questioning. The questions seemed, in

part, to be guided by the client's responses. The panelists touched on personal areas, but tried to keep away from any deep involvement in the personal problems of the clients. They were cognizant of the semi-public nature of the setting. Most of the clients spoke freely. A few had to be drawn out further. Toward the end of the interview the panelists were able to make some useful interpretations and recommendations. Follow-up interviews were scheduled for each client with the Detroit office of the Michigan Employment Service.

The presence of the other clients as well as workshop participants in the audience may have inhibited some of the clients. Furthermore, being confronted by a panel of seven counselors in an unfamiliar setting may have been somewhat overwhelming, although every attempt was made to make the clients feel at ease.

The panelists were able to explore many facets and details of a client's situation which may not have occurred to any one individual counselor. Their collective insight may also have been more valuable than the insight of any one counselor alone.

An important aspect of any counseling situation is the inter-personal relationship between the client and the counselor. In the individual counseling situation, the counselor can analyze and constantly use the relationship to further the counseling process. When a client is confronted with seven counselors, as well as an audience, the relationship becomes a group relationship and the client is likely to behave differently in this situation. He may be more guarded and less forthright. Hostile and negative feelings may be more contained.

On the other hand, it is known that, for some people, a group situation is more permissive. They may feel relieved that they do not have to relate to a single individual.

The panelists, in the process of organizing the workshop, finally decided to have the other clients present while one client was being interviewed. In retrospect this seems to have been a sound decision. The clients seemed much more at ease because of the presence of the other clients in the audience. They seemed more free and gave more information because they observed the experience of the others. What is more important, they seem to have benefitted from the interpretations and assistance given the others. In part, they were able to utilize some of the information which may have been pertinent to their own situation.

Evaluation Is Complicated

It is particularly difficult to evaluate a workshop of this kind because of the many variables and uncontrolled factors present. From the point of view of this panelist, it appeared to be a satisfactory experience. The panel was not able to make significant headway with some clients—possibly because of the incompleteness of the material—and, consequently, was not able to make meaningful suggestions for these clients.

The limited time prevented a more intensive workup. In retrospect, it may have been better to have narrowed the focus to one or two aspects of a client's vocational problem in the available 45-minute period.

The clients expressed satisfaction with the workshop procedures but it is not known how meaningful the experience was to them. A

complete evaluation of this multiple counseling technique would require an understanding of the client's reactions. Perhaps this may be obtained in the scheduled follow-up interviews.

Members of the workshop audience were given an opportunity to observe and participate in an active live interview situation. They were able to see how experienced counselors handled a vocational interview. They could discern which approach elicited the most pertinent information. They could see the type of questions that were most unproductive. They were exposed to the strengths and the weaknesses of the counselors' approach. Toward the end of each interview they joined with the panelists in further questioning of the clients and offered constructive recommendations. They were able to observe that finding a job for an unemployed older worker was not simply a question of matching the client's occupational skills with the available job market. It became apparent that age *per se* was not the only significant stumbling block preventing these clients from obtaining a job. Vocational counseling and planning with these clients involved understanding their total psychological, social, medical, and economic situation.

Multiple Counseling Not New

The counseling technique used by the panelists is most closely akin to a multiple counseling technique utilized recently in the field of psychology by Rogers² and in psychiatry by Whitaker, Warkentin, and

² Rogers, C. R. *Client Centered Therapy*. Boston, New York: Houghton Mifflin Company, 1951.

Johnson.³ It has been used as a training technique, as a therapeutic tool, and for research.

Rogers regards the development of multiple counseling and its adoption to the training function as one of the most important social inventions of recent years in the psychological field. Whitaker and his colleagues also find it useful in the training sphere. It is considered an excellent device for the training of new vocational counselors. A trainee can sit in with an experienced counselor and participate in an interview session. The trainee can participate to the extent that he feels capable and comfortable. A method such as this may shorten the counselor training process. The trainee is dealing with a real live situation and is not learning primarily from written records or recordings. He has the opportunity to observe how a more experienced and skilled counselor or counselors handle an interview. Afterwards, the interview can be discussed from the viewpoint of the counselor's performance or satisfaction of the client's needs.

No one yet knows whether two or more counselors can best be used in such a situation. Rogers and his colleagues have observed that if two or even more than two therapists begin with a client, the client forms a relationship with both of them and therapy proceeds just as meaningfully, though perhaps a little differently. They also have

³ Whitaker, C. A., Warkentin, J. & Johnson, H. "A Philosophical Basis for Brief Psychotherapy." *Psychiatric Quarterly*, 1949, 23, 439-443.

observed that with some clients, multiple counseling may facilitate therapy.

However, the experience of psychologists and psychiatrists with emotionally ill patients is not directly transferable to the vocational counseling field. Experiments will have to be designed to further test the validity of this technique, both as a training device and as an instrument to facilitate counseling.

Feasibility Needs More Checking

One of the first objections to this technique is expressed in the question, "How can we spare two or more counselors under the present shortage of counselors and counseling facilities and with many clients having to wait weeks or longer for service?" This does not seem to be a valid objection. One goal in vocational guidance is to develop better counseling techniques which would afford the client the maximum benefit. If, after careful experimentation, multiple counseling should prove equal to or more beneficial than individual counseling or group guidance, then its utilization must be considered; relative, of course, to the availability of counselors, the economic feasibility of the technique, and the needs of the clients.

This workshop may be looked upon as a demonstration of one aspect of multiple counseling. The panelists, clients, and workshop participants seemed to have derived benefit from the procedures used. It is expected that the workshop will stimulate further experimentation with multiple counseling.

NEWSTEAD

(Continued from page 86)

Mr. Newstead has been principal of the Department of Education Guidance Summer Courses for the

past three years, and is a past president of the Personnel and Guidance Section of the Ontario Educational Association.

NVGA Section News

by BLANCHE B. PAULSON

Mergers

Sol Warren, Chairman of the Physically and Emotionally Handicapped Section, writes concerning a possible merger with the Mentally Retarded Section: ". . . One of the primary activities of the Section during the past year has centered about achieving a merger of the two groups. Fortunately, the Section on Mentally Retarded reacted favorably to this proposal. After several exchanges of correspondence as well as personal meetings between the officers of the two Sections, agreement was reached to pursue the goal of merger in the following manner:

- (a) The two Sections would plan, sponsor, and conduct their convention meetings jointly. This aim is already well on the way to accomplishment.
- (b) During the business meetings of the separate groups, a formal vote would be taken on the merger proposal.
- (c) If carried, the recommendation for a single section on the handicapped would be brought to the attention of the appropriate organizational authorities."

Perhaps some other sections and members at large have ideas on this subject. Are there too many sections? The right ones? The wrong ones? What do *you* think?

★ ★ ★

The Gifted

A newsletter is forthcoming. If you aren't on Carl O. Peets' mailing

list, drop him a card. He plans a newsletter that is really "an exchange of ideas, materials, projects and information about the gifted."

★ ★ ★

Older Workers

Chairman W. G. Scott writes: "To stimulate the growing movement to provide counseling and placement assistance to middle aged and older applicants for jobs, a get-together of two NVGA sections was voted last spring at the Chicago convention.

Doctors Tom Sutherland of the Business and Industrial Personnel Section and Wilf Scott of the Older Workers' Section have arranged a stimulating joint session for the Washington convention. Outstanding panel discussants from government and industry will participate. The thought will be to reveal trends which make imperative the engaging of middle-aged workers, together with a review of the action being taken by the various states to help achieve this aim. Safe guards have been taken to avoid the segregation of older workers into a definite category where they might be considered a 'problem.' Rather, the objective is for industry to consider all applicants—whether they are 16 or 60—solely by their ability to do the job. Counseling often reveals that ability.

"The Older Workers' Section is vitally interested in effective counseling aids (*i.e.*, tests), which are of assistance in evaluating the mature person's abilities and aptitudes.

Most of the measurements to date have been for children and youth. Certain new tests for adults will be featured at the Washington meet."

★ ★ ★

Joining Up

If you aren't involved in the plans and projects of at least one NVGA section, you're missing some

professional growth. And the sections miss you.

Why don't you: (1) turn to the inside back cover of this *Quarterly*, (2) select two sections that interest you, and (3) drop the chairmen of these sections a card telling of your interest in guidance problems in these areas of work. You will be put on the sections mailing list and can keep abreast of the groups.

Pasadena's Occupational Survey features

Segments and Cycles

by W. W. LEIS

AMONG THE questions haunting the supervisor of occupational information in a school system are these. What kind of occupational information should be used at the various levels in the schools? Which information should be available first? What sources are being used and which are most neglected? What information is needed which is not available? How can a program for supplying occupational information be developed? Can other agencies in the community benefit from such a program? How extensive a program can be financed?

A hastily acquired picture of the status of occupational information in the Pasadena schools revealed many fine activities and segments of occupational study which have been developed through the guidance program and the curriculum office, working at times rather

closely together. It did not take long, however, to discover that information about the local community was fragmentary at best. A surprising discovery was the fine beginning toward understanding the world of work being accomplished at the elementary level through curriculum projects and outside excursions. Here pupils were found eagerly learning about the community in which they lived.

Early Momentum Lost

Somewhere between this period and the ninth grade where the first recognized vocational planning unit is introduced, both the enthusiasm and the understanding of the work-a-day world weakened considerably. How to revitalize and regain some of the early momentum became another challenging question to be answered. From the ninth grade on through the high school and junior college, the dearth of factual, up-to-date occupational information about the local com-

W. W. LEIS is Supervisor of Occupational Information, Division of Instructional Services, Pasadena City Schools.

munity was well recognized by the entire guidance and instructional staffs. How to supply this much needed information became a top priority problem. While plans were being laid to solve this one, the supervisor went ahead with other phases of supplying occupational information which could be purchased from numerous sources already known. Since this article is concerned only with the project by which local information was gathered, a thumbnail sketch of it will be given.

Continuity Is Stressed

Early in 1953, the Industrial Committee of the Pasadena Chamber of Commerce agreed to co-sponsor an occupational survey with the schools. The project as planned by the guidance department was approved by the Board of Education and the Industrial Committee of the Chamber of Commerce. It involved three operating principles, with details of implementation to be worked out with an advisory committee. (1) The survey was to be a continuous study of the occupational life of the community as opposed to the one-shot surveys which are frequently done. This meant that one or two segments of business or industry would be studied at a time, followed by others until all activities were covered. It was predicted that a complete cycle would take two to three years and then the process would begin again. Thus, the occupational information would be kept fairly up-to-date. (2) The project was to be a cooperative venture in that the schools would supply the manpower and the Chamber would furnish the guidance and community support. (3) The cost was to be held to a minimum so that

only a few hundred dollars would be needed each year.

The supervisor of occupational information was designated as director of the survey and the chairman of the Industrial Committee as a member of the advisory committee. These two selected four men from the community to complete the advisory group. The director recommended these five names to the superintendent of schools for appointment to the advisory committee for the survey. This group met once a month until detailed plans for the project were completed. Subcommittees on forms, procedures, and publicity worked out the plans which were submitted and explained to the Board of Education by the advisory committee.

The method of collecting the data, chosen by the advisory committee, intrigued the Board of Education. From among several methods presented, the committee selected one which would train and use seniors in the junior college psychology classes to carry the questionnaires and instructions to the employers. Besides furnishing a practical learning situation, this plan offered an excellent opportunity for students to make first hand contacts with future employers. The public relations potential loomed large also. The junior college administration and the students accepted the challenge and the biggest hurdle in the path of the survey was cleared.

Manufacturing Studied First

Which area of work should be studied first did not cause much discussion. Chamber of Commerce figures indicated that Pasadena had acquired many small manufacturing plants during and following

World War II. There was unanimous agreement that manufacturing, including engineering design and development work, should be studied first. The Chamber furnished a list of 235 plants employing ten or more people and these were sent explanatory letters announcing the mission of the students. All correspondence was carried on over the signature of the superintendent of schools.

October 1954 was a busy and exciting month for the 125 people now drawn into the survey activity. The publicity chairman on the advisory committee arranged for the three newspapers to run pictures of students interviewing employers along with stories telling the purposes and predicted values of Pasadena's first occupational survey. The superintendent's letter told the employers when to expect the telephone calls by students requesting time to explain the survey and the questionnaire. Eighty-five students were trained by the director in two class sessions and given the questionnaires and instruction sheets ready to begin the canvass on the first Monday in November. Everything moved like clockwork.

Students Canvass Employees

The first week was devoted to telephoning for appointments. Since the students could not use time from other classes, the length of time needed to accommodate students and employers stretched the initial schedule to two weeks. During the third week questionnaires began arriving at the instructor's desk. The work of his psychology students during the canvass was supervised by the instructor of psychology classes. By the end of November, about 30 per cent of the questionnaires were returned. Students were instructed to pick them up but some employers saved

time by returning them by mail.

One-half of the questionnaires had been returned when the schools closed for Christmas vacation. During the first three weeks of January, students who had been slow at making appointments and delivering the data sheets brought in another 22 per cent of the replies, making a total of 72 per cent accounted for.

Follow-up Necessary

During the spring semester, the director visited the remaining 65 plants, persuading employers to cooperate and helping them to fill out the data sheets. Using all the time he could spare from his other duties, he obtained all but two of the desired questionnaires. Only one of the manufacturers refused to cooperate. One asked for additional time to complete the report. In addition to having achieved an unprecedented 99-plus per cent of the data gathering, the director regards the experience gained as the finest schooling he could have had in preparation for the next phase of the occupational survey.

All data were coded and punched on I. B. M. cards. The coding was done by the director. The accounting department prepared the cards and has run summaries as needed. Firms were classified, using the *Standard Industrial Classification Manual* of the United States Bureau of the Budget. The jobs of 14,104 employees were assigned codes, using the *Dictionary of Occupational Titles* of the United States Employment Service. A preliminary report on manufacturing was presented to the Board of Education on November 1.

The next phase of the survey will cover retail and wholesale trade outlets. The advisory committee is busy preparing plans for this step which is scheduled during April.

Briefing the JOURNALS

by CLARENCE W. FAILOR and EMORY J. WESLEY

JOHN L. WALKER, "Counselors' Judgments in the Prediction of the Occupational and Educational Performance of Former High School Students," *Journal of Educational Research*, XLIX (October, 1955), pp. 81-91.

The study was based on the opinions of 25 counselors. The cases of 60 former male students of a suburban Minneapolis high school were used. There was found to be no significant difference in ability to predict student success between veterans' counselors and school counselors, counselors with the bachelor degree and the counselor with the masters degree, male and female counselors, junior high school counselors and senior high school counselors, full-time and part-time counselors, counselors of more than 20 years of experience and those of less than 20 years of experience.

Counselors were more successful in predicting school performance than job performance. There was a wide range in individual counselor ability to predict. Achievement of the brighter students' futures was more accurately forecast than that of the duller ones. Counselors tended to overestimate the success of brighter students and to underestimate that of the duller students.

ALICE L. LOW, "Work Experience and Community Relationship," *The Balance Sheet*, XXXVII (October, 1955), pp. 58-61, 65.

Among the ways by which the community may be brought into the book-keeping classroom are: the formal work-experience program, the excursion, speakers from the community, the students' own experiences, service projects, visual aids, and graduate workshops.

The use of community resources in the bookkeeping classroom depends on the teacher, the student group, and the community. Sometimes the smallest community is the richest in resources.

CLIFFORD L. BUSH and MARVIN POWELL, "Vocational Orientation in the Junior High School," *NEA Journal*, 44 (November, 1955), p. 484.

Here is a good one-page summary of the importance of the subject and the modus operandi. A busy counselor who has had a modicum of professional training will be well repaid for reading it by the increase in his ability to satisfy the economic information needs of his counselees.

ROBERT L. BRIGGS, "What Does Industry Expect of Our Graduates?" *The Balance Sheet*, XXXVII (December, 1955), pp. 158-159, 161.

At a workshop of junior college teachers in Yakima, Washington, the teachers were told that the good industrial employee should have seven basic characteristics: emotional stability, self-discipline, willingness to work, persistence, initiative, ability to think, and ability to get along with others. These factors are discussed, on the whole, with the traditional emphases but they are still a good statement of a good framework around which to build improvements in the product of our schools.

With the increase of the complexity of machinery in the future "Psychological tensions will develop that are seldom known in today's industry and the need for relieving monotony and creating high morale will pose new problems." Hence the urgency of getting more into the action stage from the discussion stage where we have been so long on so many of these factors.

ELIZABETH C. STOBO, "Today's Preparation for the Nurse in the School," *Teachers College Record*, 57 (December, 1955), pp. 196-199.

This would be a good entry for an occupational file. The role of the school nurse has changed considerably in the 50 years of public health nursing. From being a functionary whose main task was to exclude from school those with communicable diseases, the school nurse has become a member of the school "team." "This sharing of knowledge by nurses, teachers, and other appropriate school personnel enhances the opportunities for all concerned to work as a team to help the student gain the most from the school's instructional program."

The expansion of the school nurse's role indicates the need for an adequate program of preparation. Courses should be taken which include an overview of the work of the elementary and the secondary schools and the elements of social casework, interviewing, and public health practice. "An appreciation of the value and implications of psychological testing, and an understanding of the principles of guidance and of the process of consultation will be helpful. . . ."

DONALD E. SUPER, "Dimensions and Measurement of Vocational Maturity," *Teachers College Record*, 57 (December, 1955), pp. 151-163.

Dr. Super and some associates at Teachers College have undertaken to develop an almost virgin field in the work being carried on as the Career Pattern Study. This article gives background material for an understanding of their work.

Vocational choice, says Prof. Super, ". . . is, in fact, a process rather than an event. Although this point has been made before, it is frequently lost sight of. The term should denote a whole series of choices, generally resulting in the elimination of some alternatives and the retention of others,

until in due course the narrowing down process yields what might be called an occupational choice."

Since the subjects being used are adolescents, first efforts will be toward the development of means of measuring the vocational maturity of teenagers. Five dimensions have been postulated: (1) orientation to vocational choice; (2) vocational information and detailed planning; (3) consistency of vocational preferences; (4) crystallization of traits relevant to vocational choices; (5) wisdom of vocational preferences. Indices of these five dimensions are being developed and several are explained and illustrated.

A vocational maturity quotient (VMQ) is proposed to represent the ratio of the vocational life stage at which an individual is functioning to the stage appropriate for his chronological age. A "Vocational Maturity Profile" is illustrated and briefly explained.

EARL M. MCWILLIAMS and KENNETH E. BROWN, *The Superior Pupil in Junior High School Mathematics*, U. S. Department of Health, Education, and Welfare, Office of Education. Bulletin 1955, No. 4, 57 pp.

"The demand for professional personnel has increased twice as rapidly as the increase in population since 1900. The rate of increase in demand is actually five times for engineers and 10 times for scientists. The number of high school and college students enrolled in scientific courses indicates that we cannot maintain this rapid increase in the production of scientific manpower."

The purpose of the pamphlet is to aid in the effort to utilize as completely as possible the superior pupil. It reports on efforts being made in a group of 140 selected junior high schools in all parts of the nation. Many of the often proposed techniques for caring for the special needs of the brightest children are described in adaptations to the particular subject field of mathematics. These include enrichment of

six types, sub-grouping within a class, individualized instruction, and the specialized use of supplementary materials. Mathematics clubs, contests, scholarships, and fairs and conferences are discussed.

Several features of programs for the talented are outlined which apply equally as well to other subjects as to mathematics. These include organizational procedures, identification of the superior pupils, use of community resources, and the use of the school staff.

"Of primary importance to both children and teachers is the necessity for adequate guidance services. The number of vital decisions made by junior high school children is evident to all, and it is the function of guidance to see that those decisions are made with full awareness of every possible choice and its consequences. Superior children very often have a wide range of possible choices in deciding about future educational and vocational planning, and should have sympathetic counseling available whenever needed."

LAWRENCE H. STEWART and JOSEPH P. ROBERTS, "The Relationship of Kuder Profiles to Remaining in a Teachers' College and to Occupational Choice," *Educational and Psychological Measurement*, 15 (Winter, 1955), pp. 416-421.

This study reports an attempt to use Kuder scores to identify students in a teachers' college who will leave before completion of their training or who will not enter the profession of teaching so that suitable guidance services can be provided. The application of all scales did not support the main and subsidiary hypotheses formulated. However, "When combined, the four Kuder scales: outdoor, mechanical, persuasive, and clerical, clearly differentiated those freshmen women who planned to teach and who remained at Peabody from those who did not plan to teach and who left by the end of the first or second year."

The authors caution that "any interpretation of the results should be very tentative" and recommend further research.

ROYAL C. MARTEN, "Counselors Can Use Discs for Record Keeping," *Junior College Journal*, XXVI (December, 1955), pp. 195-198.

Initiated as a partial answer to the ever-increasing burden of clerical detail, the counselors at Santa Ana College have found that the recording of summaries of interviews in the presence of and in cooperation with students have further values and uses. Students may review these as well as counselors to refresh their memories. Playbacks to parents, other educational personnel or a newly-assigned counselor prove profitable.

C. T. PIHLBLAD and C. L. GREGORY, "Changing Patterns in Occupational Choice," *Journal of Teacher Education*, VI (December, 1955), pp. 286-292.

This significant article reports on a study which attempts to discover changes in patterns of occupational choice between pre-war and post-war generations of high school graduates. Comparisons are also made of married women classified by occupations of husbands, of the young people and their fathers, and of quality as measured by mean grade index and mean test score. The findings are too numerous and complex to even start reporting here. However, we can include the statement by the authors that "the most significant point in this analysis is the way in which teaching seems to be losing out in comparison with other professions and occupations for the young people graduating from high school. Not only did a smaller proportion of high school graduates enter teaching between 1940 and 1950 than they did between 1930 and 1940, but the quality of those entering teaching seemed to have declined in the later period."

A. HARRY PASSOW, "Talented Youth: Our Future Leaders," *Teachers College Record*, 57 (December, 1955), pp. 164-171.

No attempt will be made to summarize or even to quote from this stimulating article on a topic that will be of increasing importance and regarding which guidance and personnel services have unique obligations and opportunities. Dr. Passow is directing the Horace Mann-Lincoln Institute of School Experimentation's investigation into the education of talented children.

"Health Career," *American Junior Red Cross Journal* (October, 1955), pp. 24-28.

"There are many health careers—around 150 all told. They range all the way from administrator of health services and anesthetist to X-ray technician and zoologist."

They include callings that care for the ill and callings that help prevent illness. There are jobs for those who like to work with people and those who prefer to work with things. Some of the occupations require relatively little special training and others which necessitate several years of education. It is a field of greatly expanding needs, e.g., the prognosis that there will be an increase in number of dentists of only 5% by 1960 while the population is due to increase 9% in the same period.

More details of health careers may be found in *Health Careers Guidebook* published by the National Health Council.

PAUL WITTY, "Interest and Success—the Antidote to Stress," *Elementary English*, XXXII (December, 1955), pp. 507-513.

As one would expect from Dr. Witty, the theme is profusely illustrated from the field of reading. However, quotations from others relating to other fields show the increasing importance being attached to the importance of relieving individuals of stress as a basic condition to their

success—be it academic or vocational.

"... stress does bring about psychological havoc in many cases. Let us strive to alleviate it whenever we can. And most important of all, let us try to prevent its development and curtail its human waste. Let us develop in the home and in the school climates that foster worthy interests and that engender successful endeavor. In this way we may do much toward the emergence of a better, saner, and happier world."

JESSIE TODD, "The Individual and His Class," *American Childhood*, 41 (January, 1956), pp. 18-20.

The theme of this essay is the same as the central theme of the philosophy of guidance—the needs of the individual as an individual. Todd, an art instructor, illustrates the potentialities of her subject field in bringing out individuals' problems and interests and the extreme importance of individual attention to an individual if that individual is to achieve his optimum development.

CLIFFORD R. SHAW and ANTHONY SORRENTINO, "Is 'Gang-Busting' Wise?" *National Parent-Teacher*, L (January, 1956), pp. 18-20.

"Gangs" satisfy the universal need for belonging and in themselves, therefore, are potentially a social asset instead of the social liability which they are often allowed to become. If the natural adolescent desire to have approval of a peer group were met in an approved way, the normal teenager would not turn to rowdy and delinquent gangsterism.

"Whenever local residents take a real interest in the affairs of the school, whenever they work with teachers, police, and members of other agencies concerned with children, the boys and girls themselves will sense this interest in their behalf. Whenever this happens, a new social force is created in the community, one that acts as an incentive for good conduct."





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